

**TENNESSEE
ACADEMY
for
SCHOOL
LEADERS**

TASL CREDIT GUIDELINES

**Tennessee Department of Education
Office of Instructional Leadership
Tennessee Academy for School Leaders**

**TASL CREDIT
GUIDELINES & ATTACHMENTS**

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TENNESSEE ACADEMY for SCHOOL LEADERS TASL CREDIT

2009-2010 GUIDELINES

All requests are evaluated using the following criteria. For information or clarification, contact Tim Gaddis, Director, at (615) 532-6205 or e-mail questions to timothy.gaddis@state.tn.us.

Please note: Applications for TASL credit must be officially approved by the TASL Director BEFORE organizations may advertise that events will include TASL credit.

I. PROFESSIONAL DEVELOPMENT CRITERIA

These criteria will be used in approving requests for TASL Credit. Criteria reflect the Tennessee Learning Centered Leadership System.

Content

- ◆ Content is clearly stated for the professional development, including the information/knowledge or skill(s) that participants gain and the resulting impact on student learning.
- ◆ Objectives are related to overall goals of the program and school system, as identified by the Tennessee School Improvement plan (TSIP), the Tennessee Comprehensive System-wide Planning Process (TCSPP), or the student achievement of the LEA, school, or organization membership.
- ◆ Content is clearly aligned with the Tennessee Instructional Leadership Standards. (See **Attachment A**)
- ◆ Content of professional development reflects best practices in adult learning and is grounded in rigorous research.

Implementation

- ◆ A TASL Credit Checklist is provided. (See **Attachment B**)
- ◆ Professional development event must be sufficient in length to allow participants to:
 - Learn new knowledge or skills,
 - Observe and practice new knowledge and skills,
 - Reflect on the learning experience,
 - Produce some product or participate in some accountability measure.
- ◆ Implementation of programs will include and support activities for building effective professional learning communities, collegial relationships, and professional networks.
- ◆ Professional development is led by persons with a high level of content knowledge and demonstrated expertise in leading adult learning.
- ◆ All programs must maintain adequate records of participation, evaluation, and follow-up.
- ◆ Attendance must be submitted on the "TASL Credit Attendance Reporting Forms." (See **Attachment C**)

Sustainability

- ◆ All TASL-credited professional development events must include adequate follow-up to sustain learning and encourage implementation of new practices. Sustainability plans may include, but are not limited to, action planning, on-going peer groups, mentor or observer feedback, formal reflection, or connection to higher level training. *Please note: Applications for TASL credit will only be approved if they have an adequate sustainability plan.*
- ◆ An Action Planning Outline is useful for participants to use in planning implementation of the knowledge and skills attained in the event. (See **Attachment D**)

Evaluation

- ◆ Evaluation instruments must include information on the content, delivery, organization, and usefulness of the professional development event.
- ◆ Evaluations should provide feedback for guidance in planning of future professional development.
- ◆ Evaluation responses may be collected on, but should not be limited to, the TASL Evaluation Form. (See **Attachment E**)
- ◆ Evaluation results must be tabulated and the **narrative summary** mailed to the TASL Director, on the enclosed summary form within two weeks of completion of the event. (See **Attachment F**)

II. APPROVABLE AND NON-APPROVABLE ACTIVITIES FOR TENNESSEE ACADEMY FOR SCHOOL LEADERS (TASL) CREDIT

The purpose of TASL-approved professional development is to expand the school or district leader's capacity for effective instructional leadership. TASL-approved activities may not include routine administrative duties, regulatory updates, or "how-to" instruction on hardware or software. Alignment with the Tennessee Standards for School Leaders (TILS) will be the most important factor in determining the appropriateness of the event for TASL credit.

1. EXAMPLES OF APPROVABLE PROFESSIONAL DEVELOPMENT ACTIVITIES/TOPICS:

- Effective Leadership Strategies and Practices
- Restructuring for Instructional Improvement
- Data-driven Decision Making
- Curriculum Alignment or Mapping
- Instructional Alignment
- Assessment for Learning
- Differentiated Instruction
- Early Childhood Education Issues
- Literacy Leadership

- Implementing Multiage/Non-Graded Programs
- Developing Effective Teachers
- School Climate, Environment, and Safety, as it relates to increased student achievement
- Professional Learning Communities

2. EXAMPLES OF NON-APPROVABLE ACTIVITIES

- Staff Meetings/Staff Retreats, Departmental Meetings
- State and Federal Regulations Updates (Reauthorizations, etc.)
- Program Updates
- Textbook Evaluation Committees
- Home Visits or Parent Conferences
- Scheduling Classes and Academic Programs
- Courses for College Credit
- Professional Organization Business Meetings
- State-Mandated Training
- Panels, Grant Related Updates or Sharing Sessions

*Conference attendance is only approvable if the **sponsoring organization** has applied and received approval for TASL credit. Individuals may not apply for TASL credit for conference attendance.*

III. RESPONSIBILITIES OF THE PROGRAM COORDINATOR

- Design program content including planning, implementation, and evaluation.
- Research speaker and secure presenters
- Submit all application forms. Complete and submit the Request for Program Approval to the TASL office a **minimum of 60 days prior to the event**.
- Determine date and location for the event
- Schedule the agenda for the event
- Obtain materials, supplies, and equipment
- Disseminate program information to all participating administrators
- Register participants
- Serve as a general “trouble shooter” and facilitator
- Implement the program evaluation
- Serve as the contact person for the Tennessee Academy for School Leaders (TASL), Office of Professional Development.
- Communicate/coordinate with all participating school systems, if the approved program activities are part of a consortium.
- Attendance:
 - **Keep accurate attendance records** for each event and report to TASL. (See **Attachment C**)
 - Only participants attending the ENTIRE event are eligible for TASL credit. Partial credit will not be awarded without PRIOR approval of the TASL Director.

- **Complete the attendance card information on Attachment C with appropriate title, date(s), site, and social security number.**
- Send attendance cards to the TASL Office within two weeks of completion of the event. Please make sure that you initial attendance cards for every day of the event a participant attends.
- Please complete an attendance card for each attendee... including superintendents, administrators, and teachers. The TASL Office will warehouse professional development attendance for all attendees.
- Evaluation:
 - Complete and submit to the TASL Office, the program evaluation summary report. (See **Attachment E**)

ATTACHMENT A

Tennessee Instructional Leadership Standards (TILS)

Standard 1: Continuous Improvement

Implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students.

Indicators:

- 1.1 Engages the education stakeholders in developing a school vision, mission and goals that emphasize learning for all students and is consistent with that of the school district.
- 1.2 Facilitates the implementation of clear goals, strategies, and timelines to carry out the vision and mission that emphasize learning for all students and keeps those goals in the forefront of the school's attention.
- 1.3 Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all students.
- 1.4 Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.
- 1.5 Develops collaborations with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.
- 1.6 Communicates and operates from a strong belief that all students can achieve academic success.

Standard 2: Culture for Teaching and Learning

Creates a school culture and climate based on high expectations conducive to the success of all students.

Indicators:

- 2.1 Develops and sustains a school culture based on ethics, diversity, equity and collaboration.
- 2.2 Advocates, nurtures, and leads a culture conducive to student learning.
- 2.3 Develops and sustains a safe, secure and disciplined learning environment.
- 2.4 Models and communicates to staff, students, and parents self-discipline and engagement in lifelong learning.
- 2.5 Facilitates and sustains a culture that protects and maximizes learning time.
- 2.6 Develops leadership teams, designed to share responsibilities and ownership to meet the school's mission.

- 2.7 Demonstrates an understanding of change processes and the ability to lead the implementation of productive changes in the school.
- 2.8 Leads the school community in building relationships that result in a productive learning environment.
- 2.9 Encourages and leads challenging, research based changes.
- 2.10 Establishes and cultivates strong, supportive family connections.
- 2.11 Recognizes and celebrates school accomplishments and addresses failures.
- 2.12 Establishes effective lines of communication with teachers, parents, students and stakeholders.
- 2.13 Recruits, hires, and retains teachers whose values and instructional frameworks align with the school's mission.

Standard 3: Instructional Leadership and Assessment

Facilitates instructional practices that are based on assessment data and continually improve student learning

Indicators:

- 3.1 Leads a systematic process of student assessment and program evaluation using qualitative and quantitative data.
- 3.2 Leads the professional learning community in analyzing and improving curriculum and instruction.
- 3.3 Ensures accessibility to a rigorous curriculum and the supports necessary for all students to meet high expectations.
- 3.4 Recognizes literacy and numeracy are essential for learning and ensures they are embedded in all subject areas.
- 3.5 Uses research based best practice in the development, design, monitoring and implementation of curriculum, instruction, and assessment.
- 3.6 Monitors and evaluates the school's curricular program for rigor.
- 3.7 Provides teachers and parents with assessment results on a regular basis.
- 3.8 Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.

Standard 4: Professional Growth

Improves student learning and achievement by developing and sustaining high quality professional development.

Indicators:

- 4.1 Systematically supervises and evaluates faculty and staff.

- 4.2 Promotes, facilitates and evaluates professional development.
- 4.3 Models continuous learning and engages in personal professional development.
- 4.4 Provides leadership opportunities for the professional learning community and mentors aspiring leaders.
- 4.5 Works in collaboration with the school community to align high quality professional development with the school's improvement plan to impact student learning.
- 4.6 Provides faculty and staff with the resources necessary for the successful execution of their jobs.

Standard 5: Management of the School

Facilitates learning and teaching through the effective use of resources.

Indicators:

- 5.1 Establishes a set of standard operating procedures and routines that are understood and followed by all staff.
- 5.2 Focuses daily operation on the academic achievement of all students.
- 5.3 Garners and employs resources to achieve the school's mission.
- 5.4 Prepares and regularly monitors an annual operational budget that aligns with the school's improvement plan.
- 5.5 Mobilizes community resources to support the school's mission.
- 5.6 Identifies potential problems and is strategic in planning proactive responses.
- 5.7 Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.
- 5.8 Develops a comprehensive strategy for positive community and media relations.

Standard 6: *Ethics*

Facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.

Indicators:

- 6.1 Performs all professional responsibilities with integrity and fairness.
- 6.2 Models and adheres to a professional code of ethics and values.
- 6.3 Makes decisions within an ethical context and respecting the dignity of all.
- 6.4 Advocates to district and state-level decision-makers when educational, social or political changes are necessary to improve learning for students.
- 6.5 Makes decisions that are in the best interests of students and aligned with the vision of the school.

- 6.6 Considers legal, moral and ethical implications when making decisions.
- 6.7 Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.

Standard 7: Diversity

Responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

Indicators:

- 7.1 Develops and implements an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.
- 7.2 Recruits, hires and retains a diverse staff.
- 7.3 Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.
- 7.4 Recognizes and addresses cultural, learning and personal differences as a basis for academic decision making.
- 7.5 Leads the faculty in engaging families/parents in the education of their children.



ATTACHMENT B

TASL CREDIT IMPLEMENTATION CHECKLIST

- ___ 1. State Department of Education contact person and program coordinator identified
- ___ 2. Objectives for event(s) are tied to the TILS, SIP, TSCPP, or student achievement data
- ___ 3. Administrators officially notified of the event(s)
- ___ 4. Agenda planned to allow participants time to learn content, network with each other, and discuss follow-up plans
- ___ 5. Program design completed:
 - ___ outcomes(s) defined
 - ___ consultant(s) scheduled
 - ___ content and delivery based on sound research about adult learning and development
 - ___ cancellation policy/procedure in place
 - ___ plans made for follow-up activities
 - ___ evaluation tools designed
 - ___ product or accountability measure developed
- ___ 6. Funds allocated for consultant fees, facilities, food, travel, supplies, gratuities, etc.
- ___ 7. Environment:
 - ___ location for event(s) confirmed
 - ___ room set up consistent with session objectives
 - ___ temperature, lighting, acoustics, furnishings, electrical outlets, adequate space
 - ___ appropriate audio-visual equipment
 - ___ accommodations for participants with special needs
- ___ 8. Program evaluation plan designed
- ___ 9. Resources and supplies obtained and organized
- ___ 10. Arrangements for clerical assistance secured, if necessary
- ___ 11. Hospitality provisions:
 - ___ registration and sign-in planned
 - ___ regular breaks scheduled
 - ___ snacks/meals arranged, if necessary
- ___ 12. Contingency plans made that allow for A-V problems, inclement weather, illness, etc.
- ___ 13. Clear directions to the site and information about accommodations communicated to all participants

Within two weeks of completion of the event, submit the:

- 1. Attendance Forms (Attachment C) and***
- 2. Summary of Evaluations (Attachment E)***

ATTACHMENT C

Last Name: First Name: MI Soc Sec No.
Event Code: Dates: -
Event Topic: Facilitator:

**TENNESSEE DEPARTMENT OF EDUCATION
DIVISION OF TRAINING AND PROFESSIONAL DEVELOPMENT
ATTENDANCE CARD**

System Name: School Phone:
School Name or Office: School Fax:
Position/Job Title/Grade Level: Direct Phone:
Email Address: Direct Fax:
Home Address: Home Phone:

For Provider Use Only

Attendance:

Day 1 _____

Total Hrs _____

Day 2 _____

Days _____

Day 3 _____

Last Name: First Name: MI Soc Sec No.
Event Code: Dates: -
Event Topic: Facilitator:

**TENNESSEE DEPARTMENT OF EDUCATION
DIVISION OF TRAINING AND PROFESSIONAL DEVELOPMENT
ATTENDANCE CARD**

System Name: School Phone:
School Name or Office: School Fax:
Position/Job Title/Grade Level: Direct Phone:
Email Address: Direct Fax:
Home Address: Home Phone:

For Provider Use Only

Attendance:

Day 1 _____

Total Hrs _____

Day 2 _____

Days _____

Day 3 _____

ATTACHMENT D

Tennessee Academy for School Leaders Evaluation and Feedback

General Information

How did you hear about the academy?

- ☐ District brochure
- ☐ E-mail notification
- ☐ TASL Webpage
- ☐ Colleague
- ☐ Other _____

Is this your first TASL academy?

- ☐ Yes
- ☐ No

Your position is:

- ☐ Principal
- ☐ Assistant Principal
- ☐ Supervisor
- ☐ Director of Schools
- ☐ Other _____

Program Evaluation

Please circle the number corresponding to your assessment of each aspect of the academy.

	Poor		Excellent		
Academy materials/handouts	1	2	3	4	5
Registration procedures	1	2	3	4	5
Meeting facilities	1	2	3	4	5

Comments:

1. The content of this academy strengthens my understanding of school leadership for improving student achievement.

<u>Not at all</u>		<u>Somewhat</u>		<u>Completely</u>
1	2	3	4	5

If you indicated 2 or below, what changes would be necessary for you to be in the 4-5 range?
OR: If you indicated 4 or above, what specific things contributed to improved understanding?

2. The learning activities were relevant and challenging, and encouraged my active involvement with the content.

<u>Not at all</u>		<u>Somewhat</u>		<u>Completely</u>
1	2	3	4	5

If you indicated 2 or below, what changes would be necessary for you to be in the 4-5 range?
OR: If you indicated 4 or above, what specific things were effective?

3. This academy equipped me with information and skills I can use upon returning to my school.

<u>Not at all</u>		<u>Somewhat</u>		<u>Completely</u>
1	2	3	4	5

If you indicated 2 or below, what changes would be necessary for you to be in the 4-5 range?
OR: If you indicated 4 or above, what specific things were helpful?

4. This academy has helped me initiate collegial, peer interaction that will assist my continued growth.

<u>Not at all</u>		<u>Somewhat</u>		<u>Completely</u>
1	2	3	4	5

If you indicated 2 or below, what changes would be necessary for you to be in the 4-5 range?

OR: If you indicated 4 or above, what specific things have initiated this support?

5. The time allowed for this program was (select one):

☐ Too long

☐ About right

☐ Too short

6. The pacing of the activities over the duration of the academy was (select one):

☐ Too fast

☐ About right

☐ Too slow

7. Overall, I'd rate this academy as...

<u>Poor</u>		<u>Average</u>		<u>Excellent</u>
1	2	3	4	5

9. Please share **comments relative to curriculum, methodology, and/or teaching team**, which would be helpful in improving future TASL-approved events?

ATTACHMENT E

**TENNESSEE ACADEMY for SCHOOL LEADERS
SUMMARY EVALUATION FORM**

Tabulate evaluation results and send narrative **summary only** to Tim Gaddis, Director, 710 James Robertson Parkway, 5th Floor, Nashville, TN 37243-0376.

Event Title: _____

Date: _____ **State Contact:** _____

Mean Overall Professional Development Rating	
1) Content strengthens understanding of leadership	Mean:
2) Learning relevant and challenging	Mean:
3) Useful upon returning to the school/central office	Mean:
4) Helped initiate collegial/peer interaction	Mean:
5) Time allotment	Too long: About right: Too short:
6) Pacing of activities	Too long: About right: Too short:
7) Overall rating of the academy	Mean:

Comments on Curriculum and Methodology:

(Copy as necessary)

ATTACHMENT F

Action Planning Form

Desired Outcome:

Standard for Success:

Whose help must I enlist?

Action Steps	Person(s) Responsible	Target Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		

How will I “publicize” the good news and celebrate success?